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ABSTRACT

An action research report described a program for enhancing students' ability to focus on instructional processes and oral directions. The targeted population was comprised of 4th-, 5th-, and 8th-grade students from 3 different metropolitan schools in southwest Cook County, Illinois. The problem of off-task behavior, including distractible behavior, lack of eye contact, inattentive body language, and talking out of turn was documented through the use of teacher checklists and anecdotal journals. Analysis of probable cause data revealed that the influx of visual/print media affects the development of poor listening habits and reduces the opportunities for productive listening experiences. Lack of instructional materials for teaching listening skills as well as lack of teacher training regarding listening strategies were cited as causes for the problem. A review of solution strategies suggested by researchers combined with an analysis of the problem setting, resulted in five major areas of intervention: teacher modeling of appropriate listening strategies, direct instruction and guided practice in listening skills, metacognitive reflections, integration of listening skills in the content area, and simplification of oral directions. Results indicated that teaching listening lessons had a positive effect on overall student academic success in the classroom. Of the 5 listening skills, setting a purpose for listening was the most effective for improving overall listening skills. Researchers felt that listening lessons enhanced students' learning and promoted active participation. (Contains 22 references, and 4 tables and 6 figures of data; appendixes offer logs and checklists, data, and listening lessons.) (Author/RS)

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IMPROVING STUDENT LISTENING SKILLS THROUGH THE USE OF TEACHING STRATEGIES

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ABSTRACT

This report describes a program for enhancing students' ability to focus on instructional processes and oral directions. The targeted population was comprised of 4th-, 5th-, and 8th-grade students from three different metropolitan schools. The problems of off-task behavior, including distractible behavior, lack of eye contact, inattentive body language, and talking out of turn was documented through the use of teacher checklists and anecdotal journals.

Analysis of probable cause data revealed that the influx of visual/print media affects the development of poor listening habits and reduces the opportunities for productive listening experiences. Lack of instructional materials for teaching listening skills as well as lack of teacher training regarding listening strategies were cited as causes for the problem.

A review of solution strategies suggested by researchers combined with an analysis of the problem setting, resulted in five major areas of intervention: teacher modeling of appropriate listening strategies, direct instruction and guided practice in listening skills, metacognitive reflections, integration of listening skills in the content area, and simplification of oral directions.

The results indicated that teaching listening lessons had a positive effect on overall student academic success in the classroom. Of the five listening skills, attentive body language, listening for a purpose, following directions, sequencing and predicting, and paraphrasing/summarizing, setting a purpose for listening was found to be the most effective for improving overall listening skills. Reseachers felt that listening lessons enhanced students' learning and promoted active participation.

TABLE OF CONTENTS

CHAPTER 1 - PROBLEM STATEMENT AND CONTEXT 1

Problem Statement 1

Immediate Problem Context 1

National Context of the Problem 9

CHAPTER 2 - PROBLEM DOCUMENTATION 12

Problem Evidence 12

Probable Causes 16

CHAPTER 3 - THE SOLUTION STRATEGY 20

Review of the Literature 20

Project Objectives 23

Project Action Plan 23

Methods of Assessment 28

CHAPTER 4 - PROJECT RESULTS 30

Historical Description of the Intervention 30

Presentation and Analysis of Results 36

Conclusions and Recommendations 41

REFERENCES 44

APPENDICES

Appendix A 46

Appendix B 47

Appendix C 48

Appendix D 49

Appendix E.....57

Appendix F.....61

Appendix G.....64

Appendix H.....70

Appendix I.....76

Appendix J.....79

CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

Problem Statement

The students of the 4th-, 5th-, and 8th-grade classes of three different metropolitan schools were not focusing on instructional processes and oral directions. Evidence of this problem was documented in a daily teacher log of how many times speaker repetition was necessary. A checklist of off-task behavior, including distractible behavior, lack of eye contact, inattentive body language, and talking out of turn was used. The Iowa Test of Basic Skills Listening Supplement (Hoover, Hieronymus, Oberley, & Cantor, 1994) was administered in the second week of school . Also anecdotal records were kept in teacher journals.

Immediate Problem Context

The following demographic information was obtained through the School Report Cards of Districts A, B, C1, and C2 (School Report Card, 1995).

School A

School A is a middle school with grades 6, 7, and 8. The total student population of 863 includes regular education students, hearing impaired, vision impaired, physically handicapped, mentally handicapped students, and students with cerebral palsy all in regular education classrooms. The racial/ethnic characteristics include 93.3% White, 1.2% Black, 2.1% Hispanic, 3.2% Asian-Pacific Islander, and .2% Native American students. Only 4.4% fall into the low income category, as defined by free or reduced lunches. The attendance rate is 95.5%, the mobility rate is 4%, and chronic truancy is 0%. The per pupil expenditure for the district is $5,461.

The staff is made up of 61 teachers including seven special education teachers, one English as a Second Language teacher, one speech pathologist, one vision impaired specialist, one art teacher, one music teacher, one band teacher, one orchestra teacher, six foreign language teachers, three counselors, one psychologist, and one technology specialist. The average number of years of teaching experience is 13 years with 59.9% of the teachers having their master's degrees or beyond. There are also two full-time administrators: a principal and an assistant principal. There are 30 support staff members including two secretaries, one health clerk, seven janitors, six lunch room aides, and 14 teachers' aides.

School A has 45-minute periods with students changing classes and teachers each period. The average number of students per class is 26.5. The curriculum includes mathematics, science, language arts, social studies, foreign language (either Spanish or German), and physical education everyday. Special classes including art, music, drama, and health are taught on a 9-week rotating basis. Orchestra and band are offered as extra classes in addition to the other required classes. Technology is incorporated throughout the core instruction.

Since both mentally handicapped and physically handicapped students are included within the classroom, regular education teachers are aided by paraprofessionals in the classroom whose job is to give extra attention needed to the special education students. Regular education teachers work closely with special education teachers to adapt curriculum to meet the needs of special students. This is made possible during team-planning time which is a 45-minute period each day for grade level teachers to work together cooperatively.

School District A has 18 administrators on staff. These include a superintendent, an assistant superintendent of business services, an assistant superintendent of human resources, and an assistant superintendent of instructional services. There is also a coordinator of student services, an instructional services assistant, and a student-services assistant. There are eight principals and three administrative assistants (assistant principals) at the schools in the district.

The school district covers an area of approximately 36 square miles. It is in a residential community and retail center located in the southwest corner of Cook County, Illinois with a population of 44,519. The community is predominantly White with 95% White, 3.8% Asian, 2.5% Hispanic, and .5% Black inhabitants. As cited in the School Improvement Plan, median household income is about $45,000 according to the 1992 Census. Approximately 15% of the population is considered low-to-moderate income which includes families receiving either public aid, being supported in foster homes with public funds, or eligible to receive free or reduced-price lunches.

It is a rapidly growing community with great potential for continued growth. The population has increased by 93% since the 1980 Census and by 586% since the 1970 Census. The projected population for the year 2010 is over 56,000. The median age in the community is 36 years. The residents of the community have always been very supportive of their schools. In 1995 citizens passed a referendum enabling the building of two new schools projected to open in 1996 and 1998 and also enabling the refurbishing of other schools in the district. There are presently nine elementary schools and two high schools in the district.

School B

School B is a Chicago public school on the southwest side of Chicago. The student population is near 600. The average class size is 32, but expected to rise to 35-40 in the 1996-1997 school year with a $6,525 operating expenditure per pupil. The racial/ethnic makeup of the school population is 67% White, 24% Hispanic, 7% Black, 1% Asian, and less than 1% Native American. Due to increasing enrollment, plans to build an addition to the school during the 1996-1997 school year to relieve overcrowding are in process.

Fifty-seven percent of the students are from low-income families receiving either public aid, living in institutions for neglected or delinquent children, or being supported in foster homes with public funds which makes them eligible to receive free or reduced-price lunches. Student enrollment also includes a 21% limited-English population. Student attendance is good at 94.5%, the mobility rate is 25.9%, and chronic truancy is 1%.

There are 50 staff members which include 42 teachers and administrators, four maintenance staff workers, and four cafeteria workers. Of the teachers and administrators, 7% are male and 93% are female. The average years of teaching experience is 14 years with 41% having attained their master's degrees or currently pursuing their degrees. School B has had a change of staff with 14 new members having been employed for less than seven years.

School B's district includes 95 schools, and a large number of specialized departments to service a population of over 407,301 students. The administration and staff of 35 in this region include the region education officer, two administrators, an

office manager, a secretary, a clerk, a business manager, two categorical coordinators, two instructional/safe & drug free schools coordinators, a school-community/instructional coordinator, a desegregation coordinator, a Chicago Systemic Initiative coordinator, a bilingual/ESL coordinator, six regional liaison specialists, two food service supervisors, three food service clerks, two student truancy retrieval assistance program facilitators, a region security supervisor, two vocational adjustment counselors, and a special education support clerk.

School B is currently experiencing an influx of Hispanic students with many needing bilingual services. Currently the bilingual program has expanded to include not only Polish speaking students, but newly enrolled Spanish speaking students. These students are pulled out of regular classrooms throughout the day. Depending on their category (A--non proficiency in the English language, or B--limited proficiency in the English language) bilingual students may be pulled out for resource classes one to two classes per day.

Currently School B has two classes per grade level. Kindergarten is divided into morning and afternoon sessions. Kindergarten through 3rd-grade classes are self-contained and 4th- through 8th-grade classes are semi-departmentalized to fully-departmentalized. The core subjects for grades 4 through 8 are math, science, English, social studies, spelling, reading; and auxiliary classes: art, music, library, computer, and physical education which are each an average of 40 minutes in duration.

Based on the school's improvement plan, areas of success include a security officer, an annual international festival, a student technology program, and the Student Council. Areas for planned improvement include multi-cultural curriculum units, an

expanded bilingual program, and expanded after school programs. The athletic program of basketball and volleyball, with participation in district leagues, has been expanded to include softball.

School B is on the southwest side of Chicago in a quiet residential community which is bounded on three sides by railroad yards and tracks. The community is predominately white, but since the 1980s there has been a decrease in this population. This is due to an aging white population. According to the 1990 Census, almost a fourth of the population was 65 years of age or older and, almost 9% were 75 years of age or older. Polish-Americans accounted for 45% of the area residents, 11% were Irish-American, 9% were German-American, and 6% were Italian-American. Mexican or Mexican-Americans were listed as the fourth largest nationality group making up 7% of the local population. From 1980 to 1990 the population of this neighborhood has risen from 348 to 1,135.

Most families are composed of two-parent homes with both parents in the labor force. Fifty-five percent are white-collar workers. Occupations in administrative support, clerical, product repair and sales are most common.

Most of the homes were built in the 1920s and 82% are owner occupied. The median monthly mortgage cost in 1990 stood at $708. Thirteen percent of mortgage holders pay more than 35% of their income for housing. The median family income in 1990 stood at $37,426. The economic profile is very good. While the poverty rate has increased slightly, it is still roughly one quarter of the city's as a whole.

The new Southwest Rapid Transit Line (SWRTL) has opened connecting the Loop with Midway Airport. Before its construction, this community as is true of most of

the southwest side, reported a high percentage of workers commuting to their jobs in automobiles. This new transportation system has already brought change in the form of commercial investments. It is estimated that more than 60 million dollars has been invested as a response to the SWRTL.

School C

School C is one of four schools in a southwestern suburb of Cook County. It houses 385 students from early childhood through fifth grade. The average class size is 25.5 students with a $3,970 operating expenditure per pupil. The student population is characterized as 96.1% White, 2.5% African-American, 0.8% Hispanic, 0.6% Asian/Pacific, and 0.0% Native American. From a total of 385 students' records surveyed, 77% of the students live with both parents, 22% of the students live with a single parent, 1% live with legal guardians, and .5% live in foster homes. Day care facilities are attended by 4% of the children before and/or after school. High school was completed by 59% of the parents and an additional 18% have attended two years of college. Four years of college were completed by 14% of the parents. Thirteen percent of the students are from low-income families receiving public aid, living in institutions for neglected or delinquent children, being supported in foster homes with public funds, or eligible to receive free or reduced-priced lunches. Two percent of the students are limited-English-proficient students who have been found to be eligible for bilingual education. There is a 95% daily attendance rate, a 10% mobility rate, and chronic truants are reported as 0.0%.

Within the 385 student population, several students have been identified as in need of additional services outside of the regular education classroom. Of these, 7% of

the students are serviced within a self-contained setting, while 56% are serviced through an academic support service for enrichment programs. There are 8% of the students attending the Title 1 reading program, 3% attending Title 1 math, and 6% attending challenge programs. In addition, 6% of the students attend the Rainbows program, a program for children who have experienced divorce in their families or death of a loved one. Sixteen percent receive speech-language assistance, 5% of the students receive social work counseling, 4% of the students are in the English as a Second Language program, and 5% of the students are in the Learning Disability/Behavior Disorder program. Approximately 50% of these children receive services from multiple subgroups. Approximately 11% of the school's potential students receive early intervention services through the District Prekindergarten At-Risk Program.

The present operation expenditure per student is $3,970, as compared to the state average of $5,264. Considering the district has approximately 1,750 students, the total number of dollars available to operate the programs is substantially lower than in other districts.

School District C has 10 administrators on staff, including a superintendent, an assistant superintendent of instructional services, three principals, three assistant principals, and two administrative aides. School C has a relatively established staff of 36 certified personnel, including one speech pathologist, one computer specialist, one music teacher, one art teacher, one gym teacher, one social worker, two reading specialists, two teachers of learning disability/behavior disorder, and one psychologist. Of 17 regular education teachers in grades kindergarten through 5, ten have completed master's degrees, and seven have hours past a bachelor's degree working toward

master's degrees. There is a support staff consisting of one principal, one administrative aide/teacher, one secretary, five teachers' aides, one custodian, one health clerk, one nurse, and two lunchroom assistants.

School C has two classes per grade level. Kindergarten is divided into morning and afternoon sessions. Grades kindergarten through fifth are self-contained classes. The core subjects are reading/language arts, mathematics, social studies and science. The auxiliary classes are computer technology, health/safety, physical education, art, and music.

The school district, which is located in two southwestern suburbs of Chicago, contains four schools. This residential community has a population of 26,096, with 7,708 households according to the 1980 Census. The average household population is 3.2 with an average income of $28,164. The projected population for 1996 is 26,816. The total number of households will be 9,123. The projected average household population will be 2.8 with an average income of $52,305. These statistics indicate that this is an established community with little projection of growth. The median age of the population is 28. The median age of the adult population is 37.5

National Context

Listening is a problem for children and adults alike. Frequently people do not listen to their bosses or colleagues; spouses do not listen to each other; children do not listen to their parents and teachers. When students do not listen in the classroom, time is wasted because of the need for constant repetition. Failing to listen to directions is a deterrent to the flow of the learning process--students miss content instruction and elaboration from peers.

Many educators are concerned about the poor quality of public school students' listening skills. There is concern regarding "passive" listening, which involves the perception of sounds without comprehension. Conversely, according to Jalongo(1991), listening is an active process where listeners are able to relate what they hear to their prior knowledge and experience, interpret meaning, create mental images, and formulate responses. Children need to have structured listening experiences that cause them to question, to sort, to organize, to evaluate, and to choose. (Winn, 1988). In 1978, an amendment to the Elementary and Secondary Education Act added listening (along with speaking) to reading, writing, and arithmetic as a determinant of literacy and basic competency. Professional research and literature suggest that listening continues to be a neglected skill (Edwards, 1991).

Listening is considered to be the most important communication factor, according to 75 school administrators who were asked to judge which oral communication skill was most vital in determining teacher success (Willmington, 1993). Listening is the language skill humans use most, and teaching children to listen better is a very important and long overdue task.

In many classrooms teachers often emphasize the development of reading, writing, and speaking skills but may neglect to teach students strategies for effective listening. Teachers may think of listening as something natural, a skill that will simply develop given enough time and practice. Wolven and Cookley found that students spend more than half of each school day engaged in listening although they often do it ineffectively (as cited in Anderson & Brent, 1993). Although 80% of what a person knows is obtained through listening, the majority of adults have only a 25% listening

efficiency level, which indicates that practice alone does not lead to skill.

Listening is the primary means through which students access information from the teachers and their classmates. Teachers experience frustration over students' lack of listening skills, and find it difficult to incorporate listening instruction into an already full day. Therefore, it is never given the consideration it merits. Listening should take its rightful place in curriculum integration since listening will be one of the students' primary tools for learning new information for the rest of their lives.

Chapter 2

PROBLEM DOCUMENTATION

Problem Evidence

In order to document the problem of students not focusing on instructional processes and oral directions, a daily teacher log of repetitions (Appendix A), a checklist of off-task behavior (Appendix B), an anecdotal teacher journal, and the Iowa Test of Basic Skills (ITBS) Listening Supplement were used. Appendix C contains a sample checklist of off-task behavior and teacher repetitions during a 45 minute instructional period for weeks 2, 6, and 12. On the daily log of teacher repetitions, researchers would tally each time a student would ask for any directions or questions to be repeated. The checklist of off-task behavior included tallying marks each time researchers observed students displaying distractible behavior, inattentive body language, and talking out of turn. In the beginning of the year, researchers found that there was a high incidence of these behaviors. Anecdotal teacher journals were kept noting positive and negative listening behaviors. The results from these sources show the need for improving listening skills.

Tables 1, 2, 3, and 4 show the frequency distribution of listening skill test scores for the ITBS administered in the second week of school to the four targeted groups. Figure 1 is the combined ITBS test scores for September in schools A, B, and C.

Table 1 School A Frequency Distribution of ITBS Listening Test Scores

Score	Frequency
90 - 100%	0
80 - 89%	12%
70 - 79%	16%
60 - 69%	40%
50 - 59%	32%
40 - 49%	0
30 - 39%	0
20 - 29%	0

Table 1 shows the range of scores on the ITBS Listening Test Level 13 that 8th-grade students in School A took in September. There were no scores in the 90% to 100% range. The lowest scores achieved in this group were in the 50% to 59% range. The largest number of students scored in the 60% to 69% range with 10 of the twenty-five students scoring in this range. The expected score for Level 13 in the fall is 63% (Hoover et al, 1994).

Table 2 School B Frequency Distribution of ITBS Listening Test Scores

Score	Frequency
90 - 100%	0
80 - 89%	0
70 - 79%	6.25%
60 - 69%	18.75%
50 - 59%	18.75%
40 - 49%	28.13%
30 - 39%	25%
20 - 29%	3.13%

Table 2 shows the range of scores on the ITBS Listening Test Level 9 that the 4th-grade students in School B took in September. There were no scores in the 80% to 100% range. The lowest scores achieved in this group were in the 20% to 29% range. The largest number of students scored in the 40% to 49% range with nine of the thirty-two students scoring in this range. The expected score for Level 9 in the fall is 49% (Hoover et al, 1994).

Table 3 School C1 Frequency Distribution of ITBS Listening Test Scores

Score	Frequency
90 - 100%	0
80 - 89%	0
70 - 79%	15.38%
60 - 69%	46.15%
50 - 59%	23.08%
40 - 49%	7.69%
30 - 39%	7.69%
20 - 29%	0

Table 3 shows the range of scores on the ITBS Listening Test Level 10 that the targeted 5th-grade students in School C1 took in September. There were no scores in the 80% to 100% range. The lowest scores achieved in this group were in the 30% to 39% range. The largest number of students were in the 60% to 69% range with 12 of the twenty-five students scoring in this range. The expected score for level 10 in the fall is 57% (Hoover et al, 1994).

Table 4 School C2 Frequency Distribution of ITBS Listening Test Scores

Score	Frequency
90 - 100%	0
80 - 89%	4.16%
70 - 79%	12.5%
60 - 69%	12.5%
50 - 59%	41.67%
40 - 49%	25%
30 - 39%	4.17%
20 - 29%	0

Table 4 shows the range of scores on the ITBS Listening Test that the students in School C, fourth grade, took in September. There were no scores in the 90% to 100% range. The lowest scores achieved in this group were in the 40% to 49% range. The largest number of students scored in the 50% to 59% range with 10 of the 24 students scoring in this range. The expected score for the Level 9 in the fall for 4th-grade students is 49% (Hoover et al, 1994).

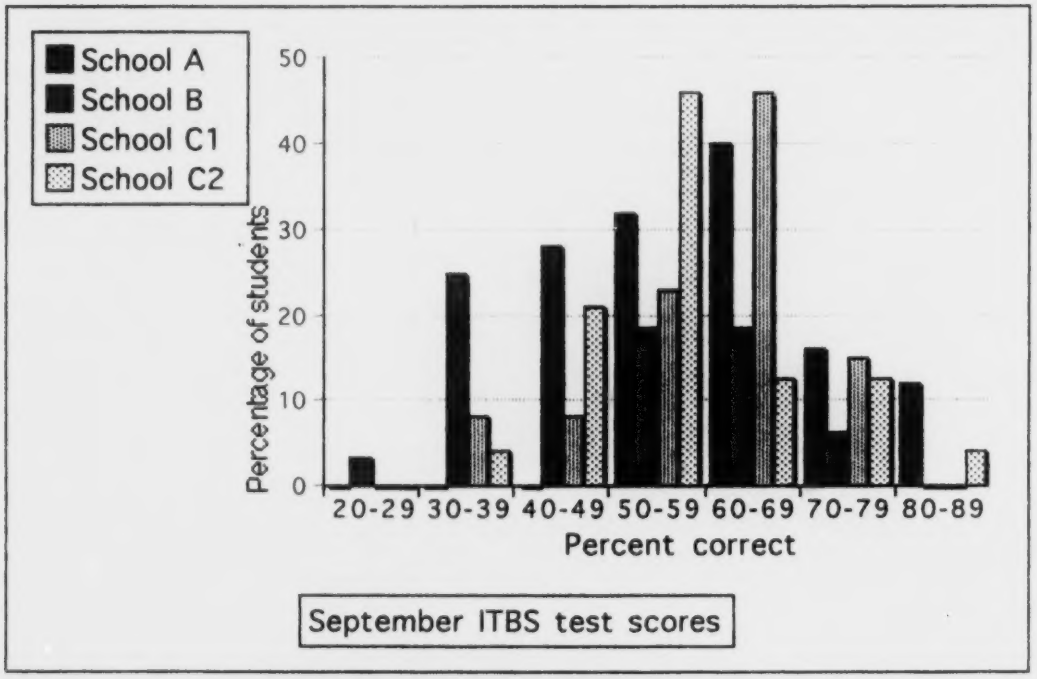

Figure 1 ITBS Listening Skills Test Scores

Figure 1 shows the scores of the ITBS Listening Test for all four targeted groups. The most frequent scores appear to cluster between the 50% to 69% range for School A, C1, and C2, while School B's most frequent scores were in the 30% to 49% range. All four targeted groups had test scores between 50% and 79%. Only School A and School C2 had scores in the 80% to 89% range. Only School B had a student in the 20% to 29% range.

In conclusion, it appears that the majority of students in all four targeted groups need improvement in listening skills. It is a possibility that there was a larger number of students scoring in the 20% to 39% range for School B due to the larger number of ESL students enrolled.

Probable Causes

There were several site-based causes that had an impact on students' lack of

focusing on instructional processes and oral directions. Some of these causes were an increase in the number of children with processing difficulties, the number of ESL students, an increasing class size, and a lack of teaching listening skills in schools.

School A had many new students enter the district. There have been a disproportionate number of special education students moving into the district in the past few years. According to conversations with parents of special education students, they had chosen to move into this district because their children were included in regular education classes. Due to the continuing mass exit of families from city to suburbs, district A had a rapid growth of regular education students as well. Because of the influx of many new students throughout the year, class sizes continued to grow larger. Since teachers already had a very full curriculum, time was not generally taken for teaching listening skills due to the already full curriculum.

School B also experienced a changing and growing population. This was due to the rise of Polish and Spanish speaking families moving into the community. This growth brought about a change in the ESL program--to include the newly enrolled Spanish speaking students who lacked English proficiency. The open enrollment policy of the school created an overcrowded environment which allowed more attention focused on methods of classroom management than to the teaching of listening skills.

School C had a consistent enrollment for the last ten years, but recently there had been a slight increase in enrollment as well as an increase of ESL students. Class size had been recently on the rise. However, as in most schools, there has been a lack of teaching listening strategies in the curriculum.

The literature suggests several underlying causes for the inability of children to focus on material being presented by the teacher or other classmates. The poor

quality of listening skills is cited as the key element of this problem.

According to Edwards (1991), many students today are exposed to massive 'doses' of television viewing where listening is passive. Beginning at an early age, parents use television as a means to keep children occupied. This practice of passive listening requires no response. Children thus come to school with a need for active listening skills to be strengthened.

Another problem with listening, according to Swanson (as cited by Edwards, 1991), is that it suffers from what Swanson termed "automaticity". That is, we are hearing things continuously throughout our waking hours, but only listening to a select number and interpreting and comprehending only a very few. Due to the fact that there is a great deal of auditory stimulation, choosing what to listen to is a task that needs to be taught.

According to Lundsteen (as cited by Winkle, 1991), sustained effective listening is difficult and exhausting. This fatigue factor is a physical result of the acceleration of brain waves, heartbeat and temperature that occur during active listening. This appears to be a problem if students are forced to listen too long or too often.

Jalongo (1991) discussed the fact that although teachers, parents, administrators and researchers in the field of language arts agree that listening abilities are important, higher-level listening skills rarely find their way into the curriculum guide or classroom. Schools do not take the time to teach listening skills. This is evidenced by the lack of instructional materials dealing with listening skills. There is also a lack of appropriate teacher training in the area.

Most teachers contend that children's listening skills have deteriorated in recent years. They place blame on the breakdown of the family structure, television, or electronic games. Students are often preoccupied with family issues including

divorce, separation, abuse, financial problems, psychological problems, and even death. The instability of the family unit is often an ongoing problem. Understandably, these extraneous variables can affect students' ability to listen. As compelling as these arguments might be, the fact remains that few teachers have been taught to teach listening skills (Jalongo, 1991).

In conclusion, there are many causes that have an impact on children being able to focus during presentations, class discussions, and instructional processes. These include an increase in the number of children with processing difficulties, the number of ESL students, and increasing class sizes. Among the causes of lack of listening skills are over-exposure to mass media, excessive auditory stimuli, lack of instructional materials, social pressures, and inadequate teacher training.

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

Listening and Communication

Of all communication factors, listening is considered the most important (Willmington, 1993). Listening is the language skill humans use most, and teaching children to listen better is an essential and long overdue task. Achieving this goal demands three things from the adults who work with children: an understanding of the listening process, the implementation of research-based strategies for improving children's listening, and an appreciation for the changes we need to make in ourselves, in our homes, and in our schools (Jalongo, 1991).

Listening is more than just intense hearing; listening is, according to Lundsteen, (as cited in Jalongo, 1991, p. 21) "the process by which spoken language is converted to meaning in the mind". When understood in this way, discovered by DeStefano, Dole, Marzano, Steil, Barker, and Watson (Jalongo 1991, p. 10) listening involves: (1)sensing, (2) interpreting, (3) evaluating and (4) responding. Usually when we say that we want to improve children's listening skills, what we really mean is that we want to improve the three highest levels of listening: interpretation, evaluation, and response. These are the "higher-order" or "critical listening" skills (Jalongo, 1991). This goal could be achieved by using reflective logs at the end of an oral lesson or discussion.

Teacher Clarity

One strategy to help students reach the higher order listening skills is improving teacher clarity. In 1993, Willmington conducted surveys showing how oral communication skills are vital to a teacher's success. Preciseness and clarity in a teacher's presentation, can improve a student's achievement. Focusing student attention and reducing the complexity of the message will improve students' ability to understand. Generally speaking, messages that are long, vague, abstract, use complex sentences and vocabulary, or are distorted in some way are more difficult for listeners to understand. Conversely, messages that are concise and clear, that introduce new vocabulary in context, and that use concrete objects to illustrate or emphasize key points tend to be well understood. It is important for adults to provide young children with unambiguous messages (Jalongo, 1996). In addition, leading the students to key points that maintain students' attentions will aid in future recall (Chilcoat, 1992). Teacher clarity, brevity and the use of concrete objects are especially helpful to students with processing difficulties and students who are not native speakers of English.

Listening Experiences

Students should be given a variety of different listening experiences, such as listening for appreciation (poetry, music), listening for information (announcements, reports), listening for critical analysis (explain speaker's purpose, determine bias), and listening in creative contexts (choral reading, storytelling) (Funk & Funk, 1989).

Listening Instruction

A student's listening ability can be improved through direct instruction. To improve the teaching of listening it has been suggested that children be trained in three

ways: (1) to concentrate on body language and gestures to enhance attention; (2) to practice techniques to overcome negative attitudes toward listening; and (3) to learn to identify important aspects of the speaker's material (Edwards, 1991, Shepherd & Svasti, 1987, Winn, 1988). Listening instruction can enhance comprehension of content.

In addition, teachers can use a variety of instructional strategies to increase student's listening skills. For example, teachers need to teach children to listen to one another. Also providing a purpose for listening is important. Teachers need to model good listening on a regular basis daily. Teachers also need to design learning experiences that promote active listening, as well as integrating listening activities into all subjects. Teachers also need to use the power of narratives, and plan follow-up activities (Jalongo, 1991).

Implementation of Listening Strategies

There is evidence that shows how listening affects student's comprehension. Teachers need to take time for intensive listening training to help produce more attentive students. Implementing listening activities will improve listening skills. There are many activities teachers can incorporate into a regular class schedule that allow students to have a variety of listening experiences. Some activities include listening for pleasure and appreciation. In addition students need to listen in order to follow oral directions that are given.

Listening Activities Incorporated With Content Lessons

There are many activities that can improve students' listening in content areas (Anderson & Brent, 1993). For instance, listening to find the main ideas should be stressed when covering material in social studies, science, and reading. The teacher

should have students listen to remember details and also listen to identify the sequence of related factual information (Dorsey, 1969). By doing this, performance level and academic level will increase (Ansley & Friedman, 1990).

Project Objectives and Processes

As a result of implementing techniques to improve listening skills, during the period of September 1996 to January 1997, it was anticipated that the 4th-, 5th-, and 8th-grade targeted groups would increase their ability to focus on instructional processes and oral directions, as measured by checklists of off-task behavior and teacher repetitions, daily teacher journal entries, and the Iowa Test of Basic Skills Listening Supplement (Hoover et al., 1994).

In order to achieve improved listening skills, the action plan included the following components for 4th-, 5th-, and 8th-grade students in the targeted group. These actions were suggested as successful for improving listening skills according to the researchers' review of professional literature. Considering the different school settings and grade levels, these actions seemed workable.

1. Appropriate listening strategies will be modeled by the teacher.
2. Direct instruction and guided practice in listening skills will be used.
3. Metacognitive reflections will be employed.
4. Integration of listening skills in content area will be implemented.
5. Oral directions will be simplified.

Project Action Plan

These objectives will be implemented according to the following plan:

1. Appropriate listening strategies will be modeled by the teacher.

Listening strategies are plans or actions taken such as watching the speaker or focusing to block distractions. The teacher will model good listening on a daily basis in order for students to become effective listeners. Examples of these modeled strategies are the teacher leaning forward while listening, nodding, good eye contact, and role playing. Students will emulate these behaviors. This would be done during class discussions.

2. Direct instruction and guided practice in listening skills will be used.

The following listening skills will be practiced:

a. attentive body language

b. listening for a purpose

c. following directions and sequence

d. predicting

e. paraphrasing/summarizing

These skills will be taught and practiced through the use of listening lessons. An example lesson of attentive body language that will be introduced and reinforced is the mnemonic listening strategy. Mnemonic strategies are organizational or elaborate techniques use to improve retention. The following chart will be displayed in the classroom and referred to weekly (Heaton & O'Shea, 1995).

LISTEN

Look at the teacher

Ignore the student next to you

Stay in your place

Try to visualize and understand

Enjoy the presentation

Nice job

The application of the listening skill of attentive body language will be emphasized using this mnemonic chart. Weekly students will refer back to the chart and review what good listening looks like. Students will be called upon to identify the specific "characteristic" of the letters of **LISTEN** as it does stress body language of a good listener.

Before beginning a lesson the teacher will set a purpose for listening, as suggested by Jalongo (1991), in order to promote critical listening skills. Students will then be able to internalize what is being said when listening for a specific purpose. Afterwards, students will demonstrate what they have learned through reflective logs, and graphic organizers. In addition, teachers will set a purpose in order to focus students' attention on the lesson. This will be important because it motivates students to listen attentively. Direct lessons will be used on a weekly basis. These lessons will come from a variety of sources. Some of the sources to be used are Listening Skills (Cummings, 1993) and Following Directions Around the House (Houy, 1990).

Another strategy which will be used is a lesson where students listen to a set of sequential directions and follow the teacher's instructions in order to complete an activity. Directions will be only read once and will not be repeated. Active listening occurs when listeners understand the message and act upon what they have heard (Jalongo, 1996).

Students will be asked to make predictions about what they expect to happen. Before and during their reading of various selections, students will be asked to make a prediction as to what will happen next. After reading the selection, a class discussion will take place whereby students will then be able to see if their predictions have been correct.

Another listening lesson that will be implemented is the reading of passages from stories from Thoughtful Listening I & II (Snow, 1989, in press-a, in press-b). Students will complete a worksheet with questions based on the passage which will be read to them (Appendix D). Paraphrasing and summarizing will be the skills which will be emphasized while using these materials. Students will be asked to demonstrate listening skills through T-Charts, Think-Pair-Share, or K-W-L Charts every week during the twelve week period. These match strategies suggested by Funk and Funk (1989), for providing a variety of listening experiences.

3. Metacognitive reflection will be practiced.

During the twelve-week period, a reflective lesson log (Appendix E) will be completed each week by students in 8th grade and periodically by the other grades, showing their individual interpretations of ideas heard in discussion. While completing their reflective logs, students will make connections from the discussion based on what

they heard and prior knowledge. Assessing prior knowledge helps set the stage for understanding and action (Jalongo, 1991). Students will also formulate questions that they relate to in the class discussion. In addition, teachers will reflect on their own observations of their classes by use of anecdotal notes.

4. Integration of listening skills in the content area will be implemented.

The application of listening skills, of attentive body language, listening for a purpose, following directions, and sequencing, predicting and paraphrasing /summarizing, will be an ongoing process incorporated in the curriculum. Weekly, at the beginning of a social studies lesson, students will be reminded of the characteristics of a good listener. Students will be reminded of the points in the listening chart posted in the classroom. This will help them focus on the lesson. The teacher will then set a purpose for listening at the beginning of the content lesson every day. Students will be instructed to listen attentively so that they will be able to complete a follow-up assignment. This will be done each week for the twelve week period. Students are reminded of the importance of listening and following directions in order to correctly complete the assignment in the content area.

Predicting is a strategy that will help promote higher level thinking skills. Students will be asked to make predictions based upon material previously covered. This is especially helpful when reading stories. After reading a section, students will predict what will happen next. We hear with our ears, but we listen with our minds (Jalongo, 1996). When we listen at higher levels, we visualize what is heard, comprehend its meaning and respond to messages both intellectually and emotionally (Jalongo, 1991).

In addition, while completing the weekly reflective lesson log, in social studies, students will share their reflections orally with other classmates and will be expected to respond to their classmates' reflections, thereby becoming active listeners. The application of the listening skills of attentive body language, listening for a purpose, following directions, sequencing, predicting, and paraphrasing/summarizing will become an ongoing process incorporated in the curriculum. Students will be asked to answer various questions on the lessons including making connections with prior knowledge. The students will also be asked to summarize what they learned and take this a step further by explaining how what they learned relates to other things they know about. Students will be asked to formulate questions based on discussions in class. This helps develop their listening as well as higher level thinking skills.

5. Oral directions will be simplified.

The teachers will also modify the curriculum lesson so that listening is an important component of the lesson. Teachers will work on improving their own skills of reducing the complexity of their directions regarding their curriculum. Directions will be given slowly and step by step. Effort will be made to rephrase directions that are unclear. Students will then be asked to repeat the directions.

Methods of Assessment

In order to assess the effects of the interventions, several methods of assessment will be implemented. Teachers will tally the number of off-task behaviors observed during a morning instructional period three times a week, every other week, during a twelve week period. Off-task behavior will include inattentive body language, such as lying down on the desk, lack of eye contact, and absence of non-verbal listening

responses. Distractible behavior is another off-task behavior demonstrated by students playing with things in or on their desks, students focusing on extraneous occurrences, and students inappropriately interacting with each other. The last off-task behavior to be charted will be talking out of turn demonstrated by students interrupting the speaker.

The teacher will also keep a daily log of the number of times teacher repetition is needed during a morning instructional period, three times a week, every other week, during the twelve week period. Weekly totals will be compared noting whether or not the interventions seem to be having some type of an effect.

Anecdotal teacher journal entries will be written every day during the twelve week period. These will reflect any extenuating circumstances that may have taken place during class that day.

The Listening Assessment for the Iowa Test of Basic Skills (Hoover et al., 1994) will be administered to the targeted classes. The test will first be administered in the second week of school. The same test will be re-administered in January. Test results will be compared with each other to determine if there are any substantial differences between the pre- and post- tests.

CHAPTER 4

PROJECT RESULTS

Historical Description of Intervention

The objective of this action plan was to implement techniques to improve listening skills and increase student ability to focus on instructional processes and oral directions. The action plan implemented to achieve this objective consisted of five processes: teacher modeling of listening strategies, direct instruction, guided practice, metacognitive reflections, integration of listening skills in the content area, and simplification of directions.

The first step of the action plan was to give the Iowa Test of Basic Listening Skills to the four targeted groups in their respective schools. The chart in Figure 1 shows the initial percentage results that students in the four targeted groups achieved. In order to assess listening skills, the teachers tallied the number of off-task behavior observed during a morning instructional period three times a week, every other week. This was done during a twelve week period. Teachers found the checklist too difficult to do. It was hard to be watching for these behaviors as a lesson was being presented. This checklist of off-task behavior included the number of times distractible behavior occurred (example: playing with objects in their desks, etc.), if talking out of turn without first being acknowledged by the teacher took place, and if students displayed inattentive body language, which included slouching and no eye contact. The total number of off-task behaviors was very high the first several weeks of observation--once again indicating a lack of listening proficiency in this area. All researchers wrote down reflections daily during the twelve week period.

Intervention strategies began immediately after the listening test was

administered. In September, it was difficult to get students to focus on the material presented. Each teacher began by displaying the mnemonic listening chart in her room and calling attention to the signs of a good listener. These steps were reviewed and practiced on a daily basis for the first week and weekly during the rest of the twelve-week period. Students were taught to look at the teacher, ignore students around them, stay in their places during a presentation, and visualize what was being said as the teacher began her instruction.

In addition, the teacher modeled good listening and role-played what good listening looked like. Students were shown what attentive body language looks like and sounds like by the use of a T-Chart. The teachers also set a purpose before a lesson. This was done daily. By setting a purpose for listening, students were more motivated. Teachers noticed improvement in student attentiveness and a decrease in the need for teacher repetition.

In order to introduce the importance of good listening, students were asked to bring in a small bag with three articles that told something about themselves during the first week of school. Students were then broken into pairs to do a pair/share introduction from the articles in their bags. Students were instructed to listen carefully to each other so that they could introduce their partner and their partner's interests to the rest of the class.

Various listening lessons were employed each week by the teachers according to their grade level. One such listening lesson implemented in the eighth grade was a role playing scenario where students worked in groups demonstrating good listening/bad listening which showed a good understanding of both verbal and non-verbal listening components. This activity was followed up by completing a "Thinking About Mediation" sheet. (Appendix F) Students were very open and honest in

discussing how they felt when someone was not listening to them. This activity helped to set the stage for the importance of good listening skills. A similar role-playing activity was implemented in the fourth and fifth grades with a T-chart being completed as a follow up to the activity.

One of the most useful methods for getting students to focus on instruction is to set a purpose for a lesson. Setting a purpose was often used to get students to listen in class. For instance, in the eighth grade targeted class students were told at the beginning of class that they would have to write a paragraph about life in Ethiopia based on what was read and discussed in class. At first students were worried that they would not be able to come up with a product (paragraph) since they knew nothing about Ethiopia. Since this was a homework assignment and students did not have a book that they could refer to at home, they were very attentive.

Reflective lesson logs (Appendix E) were used weekly as homework assignments that encouraged listening during class. Students were reminded of the importance of ignoring distractions and visualizing discussion in order to achieve better retention resulting in the successful completion of the reflective lesson logs. Students did better and better on these logs as the year progressed. Students were aware that they had to rely on listening to successfully complete the logs since they did not have their own books regarding the discussions and materials covered in class.

In another listening lesson students were given the floor plan of a house (Appendix G) where oral directions were read only once to students. Students had to draw or glue pictures of objects in the appropriate place on the floor plan and color them as directed. This activity gave students practice in listening to and following oral directions with no repetitions.

In addition, students did another type of listening activity where they were given a page to be colored and labeled as oral directions were read by the teacher. (Appendix H) After completing the activity the teacher went over each direction, one at a time, using an overhead projection. The students evaluated their paper as each was colored and labeled by teacher. This was an activity in self-evaluation that proved both useful and productive to the students as they could see the outcome for themselves.

Students were given a variety of listening lessons where a passage was read to them once with no repetitions. (Appendix D) These lessons were selected to correlate with the specific content area of the curriculum. Questions based on the passage they heard were then distributed to be answered. The lesson was prefaced with a reminder of the points of good listening on the listening mnemonic chart in the front of the room. The great majority of the students did well on the questions. Only a few had trouble recalling details from previously read directions which could not be repeated. Students truly made an effort to focus on and complete these activities correctly.

Eighth-grade students took part in a jigsaw activity where pairs of students studied different sections of the United Nations Human Rights Charter. Each pair had to interpret their section, take notes in their own words, create a poster and then present their section to the rest of the class. Students had to first listen to oral directions in order to successfully complete this assignment. Then students needed to listen attentively to all presentations in order to learn about all aspects of the United Nations Charter.

A fun but tricky listening lesson called "Tuning into Directions" (Appendix I) involved listening carefully to oral directions as well as following written directions in order to come up with a hidden secret word on a hand-out sheet. The word "listen" is

somewhat obvious on the sheet; however, it is a trick since the real secret word is "lit". The key first instruction is to listen to all directions before doing anything. About half of the class colored diligently according to the directions read. However, they ignored the first direction about not doing anything until all directions were read. Only those students who listened and followed all directions carefully were able to successfully come up with the secret word. Some students caught their mistake in reading through the directions in the second phase of the lesson. They tried darkening in the proper word when the oral directions were read the second time. However, about half the class had the secret word only and nothing else colored in, thus showing excellent listening skills and the following of directions.

Some content-based listening activities included assigning questions regarding class discussion and oral reading in social studies. The importance of paying attention to reading and discussion in order to be able to paraphrase material covered was discussed regularly. An important element that was continually used was setting a purpose for listening. Sometimes the questions to be answered later were presented before class began. This was done so that students would know what to look for and what to focus on during class.

Another content-based listening lesson that was done involved a jigsaw activity on the Arab-Israeli conflict. (Appendix J) Groups of students had to read one of three options concerning the conflict. Each group then had to present their assigned option to the others. All students needed to listen to each others' points of view including advantages and disadvantages in order to be able to answer questions regarding all three options. Students then needed to rank their choice of options and rate their beliefs based on what they heard and what they read about the conflict. Then a class chart was posted showing the ranks and ratings of the entire class.

An interesting activity that was integrated into the social studies content area was a point-of-view essay. The students were instructed to first listen closely to a brief introduction of an essay entitled "Indian's Point of View - White mans' Point of View". Next they completed the before section of a double entry log in which they were to state which point of view they agreed with and why. The essay was read orally to the students. After listening to both essays each student then completed the after section

of the double entry log. If they changed their opinion, they were asked to explain why and what ideas that were presented in the essay swayed their opinion.

Another listening activity in the social studies content area utilized music. The students were instructed to listen very closely to the words of a song "The Battle of New Orleans". They were then to write down as many events in sequential order as they could remember. Each group then compiled a list of events and presented it to the class. Using the overhead, a master copy of all the events each group listed was displayed. They were truly impressed with their ability to remember detail.

In another social studies listening activity, a workbook page which gave directions of labeling and coloring states of the Southeast section of the United States was used. Students were instructed that although directions were given on the page, changes were being made by the teacher. Therefore, they had to listen to oral directions in order to complete the page. As this was a step-by-step process the teacher made a conscious effort to keep instructions brief, and state directions clearly and slowly.

Another intervention that was used in one of the 4th- grade classes was the used of a large laminated LISTEN sign. The teacher would hold the sign up during discussions when students began to exhibit off-task behavior. The students were

shown the sign and instructed that when they saw this sign they were to look at the teacher, thus stopping off-task behaviors.

Presentation and Analysis of Results

In order to assess the effects of teaching strategies to improve listening skills a checklist of off-task behaviors and teacher repetitions was maintained throughout the intervention. This data was collected during weeks 2, 6, and 12 and are represented in Figure 2.

INDICATORS	WEEK 2	WEEK 6	WEEK 12
Inattentive body language	61	51	30
Distractible behavior	78	44	18
Talking out of turn	35	17	8
Teacher repetitions	53	41	20

Figure 2 Combined Grouped Checklist of Off-Task Behavior Observations and Teacher Repetitions

The interventions implemented in the action research project had a positive effect on the off-task behaviors of the targeted groups as shown in Figure 2. Figure 2 represents the combined tally of off-task behavior and teacher repetitions from the four targeted groups. This was taken during weeks 2, 6, and 12 during a 40 minute instructional class period. The need for teacher repetition decreased during the twelve week period.

The teachers observed that an improvement was seen in students' daily assignments and homework when a purpose was set for listening. Setting a purpose for listening seemed to encourage students to focus in class. Setting a

purpose also resulted in higher quality work and more class participation. Students became more active listeners as they emulated teacher behaviors.

The Me-Bag activity was very successful. All students participated. The students actually seemed more at ease talking about their partners than they would have been talking about themselves in front of the class. The students' successful completion of this activity demonstrated that they actively listened to each other.

Students' success on the reflective logs demonstrated active listening skills. Students seemed to be more actively engaged in listening when they knew that they were accountable for what was discussed in class.

Although the floor plan activity (Appendix G) was an easy activity, it still gave students practice in listening to and following oral directions with no repetitions. Most students successfully completed this activity. Continually doing these various listening activities helps students to become more active listeners, with less teacher repetition being necessary.

School A

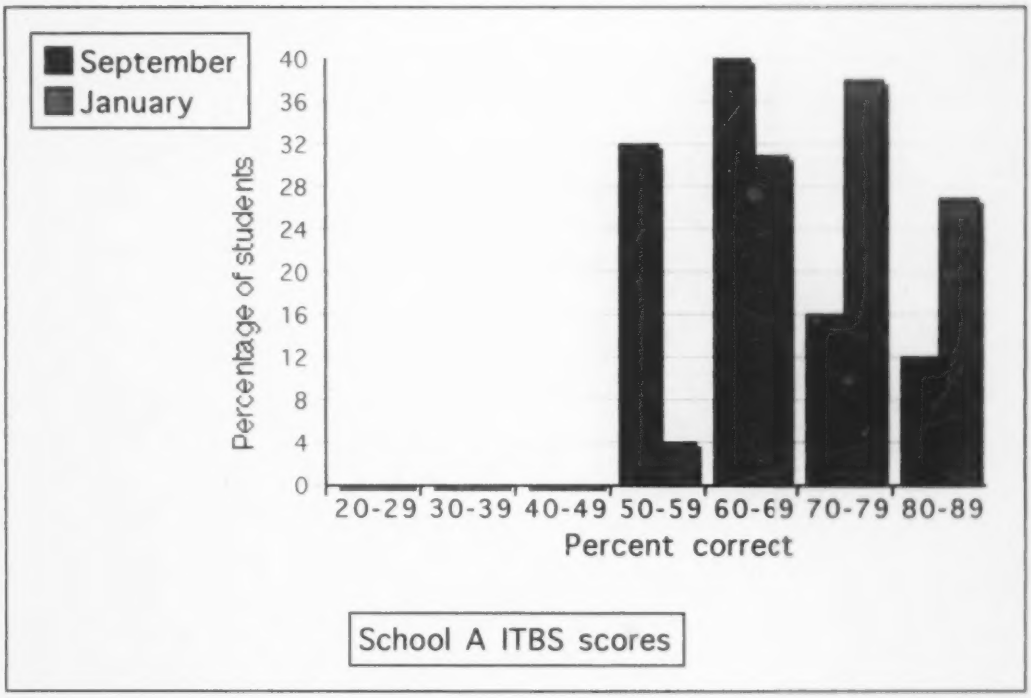

Figure 3 Comparison of Pre/post listening test scores

The number of students from school A who scored in the 80-89% range and 70-79% range more than doubled in January compared to the same students who took the same ITBS listening skills test in September. Less than half the number of students who scored in the 50-69% range in September scored in that lower range in January. The greatest difference was in the lowest score range of 50-59%. While 32% of the students scored in the 50-59% range in September, only 4% of the students scored in this range in January. Overall, these figures show an increased improvement of listening skills scores from September to January.

School B

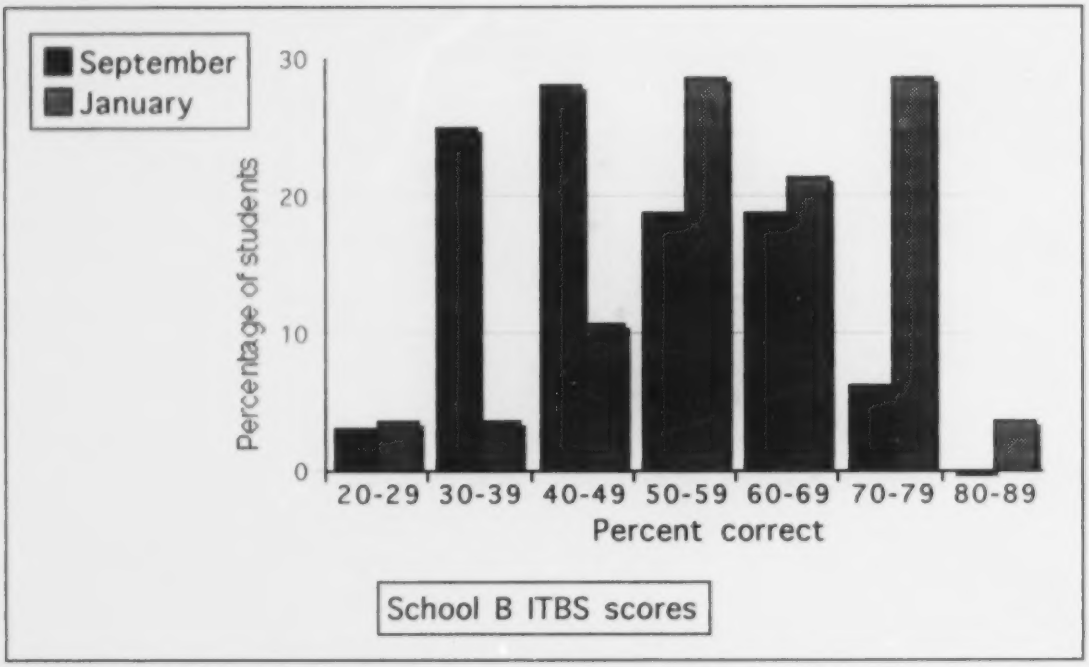

Figure 4 Comparison of Pre/post listening test scores

There was a substantial difference in the number of students from school B who scored in the 80-89% range and 70-79% range. They more than tripled in January compared to the students who took the same ITBS Listening Skills test in September. The number of students who scored in the 60-69% and 50-59% range in September remained about equal in January.

Another major difference was in the score range of 40-49%, 30-39%, and 20-29%. There was a considerable drop of three times the number of students taking the test in January as compared to the test results in September. Taking into consideration that in January, four students did not take the pretest, these figures show an increased improvement in listening skills scores from September to January.

School C 1

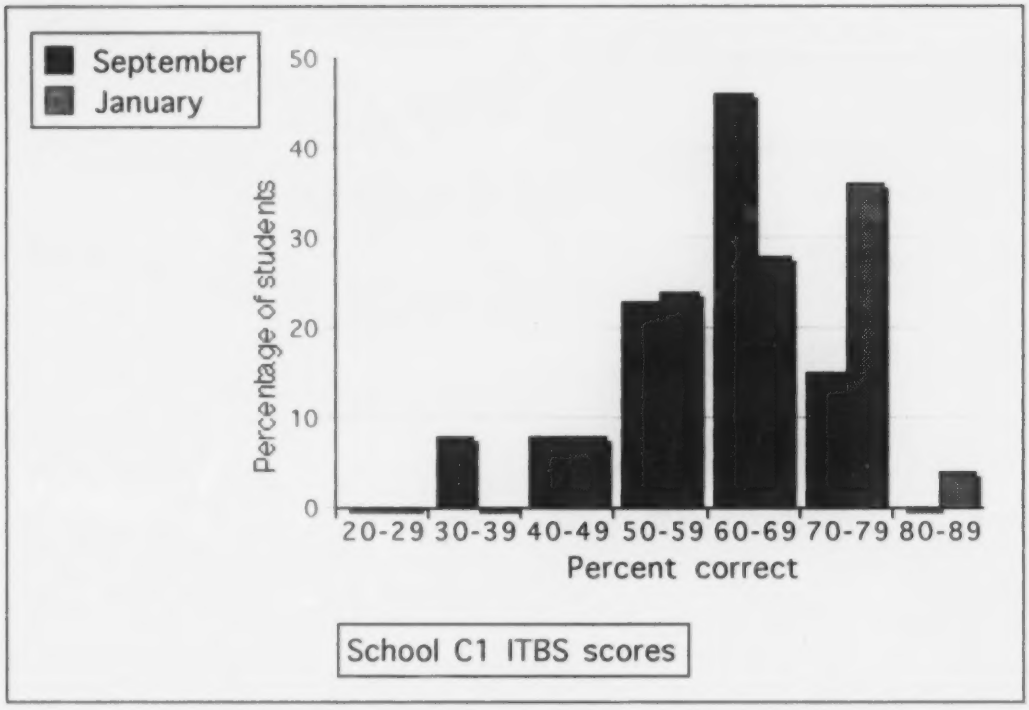

Figure 5 Comparison of Pre/post listening test scores

In January 4% of the students from school C 1, scored in the 80-89% range whereas in September there was none. The number of students who scored in 70-79% range more than doubled in January compared to the same students who took the ITBS listening skills test in September. There was no change in the 40-49% range, but there was a minor improvement in the 50-59% range. In September 89% of the students scored in the 30-39% range, while in January none of the students scored in this range. Overall these figures show an increased improvement in listening skills scored from September to January.

School C 2

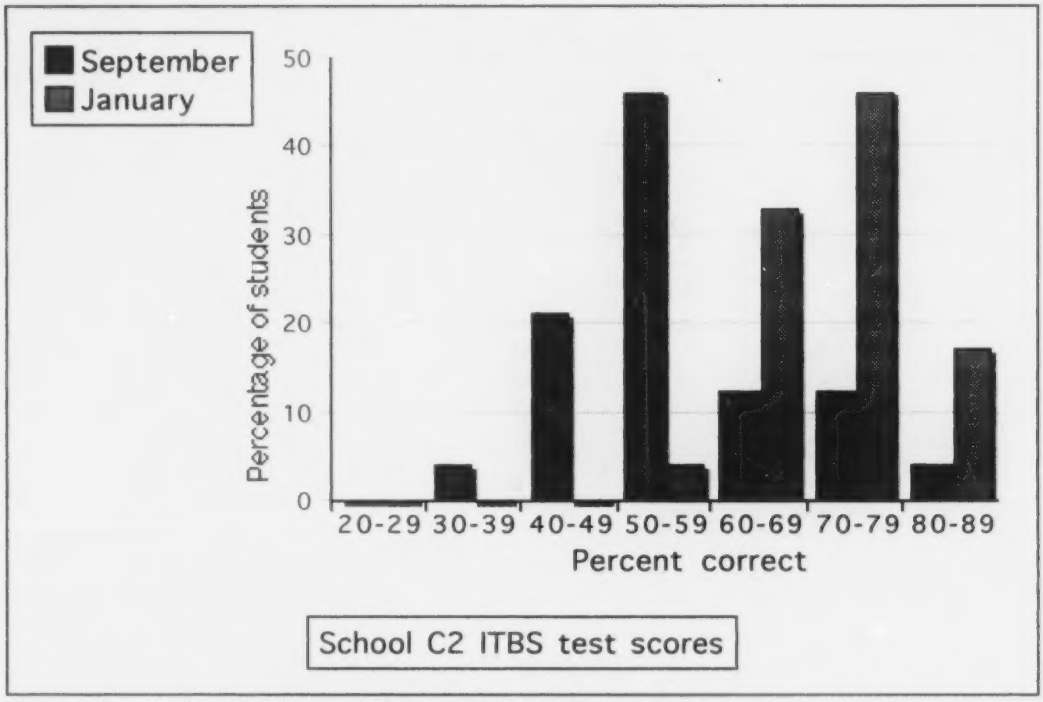

Figure 6 Comparison of Pre/post listening test scores

The number of students from school C2 who scored in the 80-89% range and 70-79% range more than tripled compared to the number of students who took the ITBS in September. The most significant difference was in 70-79% range. 12.5% scored in the range in September whereas 46% scored in this range in January. In addition, the lowest score in September was in the 30-39% range whereas the lowest score in January was in the 50-59% range. Overall these scores show an improvement in listening skills scored from September to January.

Conclusion and Recommendations

After reviewing current research on the topic of listening and analyzing the site data, the teachers designed an action plan based on five interventions. These interventions included appropriate listening strategies modeled by the teacher, direct

instruction and guided listening skills, metacognitive reflections, integration of listening skills in content areas, and simplification of directions. Upon examining the results of the project, those five interventions proved to be essential to the success of improving the students' listening skills.

First, the modeling of listening strategies was found to be very effective. By emulating good listening behaviors, the students were constantly practicing these strategies, and therefore transfer of the skill occurred.

Direct instruction and guided practice in listening skills was found to be the key component to the project. The teachers made a point to demonstrate and use the following five listening skills on a daily basis: attentive body language, listening for a purpose, following directions, predicting, and paraphrasing. Each teacher posted a mnemonic listening chart in her classroom. This chart was referred to many times in the beginning of the twelve week intervention; but all teachers noticed a marked decline in the need to refer to this chart as the project progressed because students were more focused.

Of the five listening skills, setting a purpose before beginning a lesson, was found to be the most significant. By doing this skill first, the other four skills seemed to evolve naturally. Students seemed to be more actively engaged in listening when they knew in advance what was expected. Setting the purpose first helped students to make predictions and paraphrase/summarize the lesson successfully.

Great improvement in metacognitive reflection was displayed during the time the action plan was implemented. Higher level thinking skills were shown in both class discussion and on reflective lesson logs (Appendix E). As more active listening was encouraged, students gave more in-depth interpretations and connections based on class discussions. Students also began to formulate higher level

questions based on what they heard in class.

The integration of listening skills in the content area proved to be very successful. By reminding students of the points on the listening chart and setting the purpose at the beginning of the lesson, students were able to focus on the lesson. Students progressively improved in successfully completing follow-up assignments based on what was discussed in class. Students were able to make connections with prior knowledge. They became more proficient at making predictions and conclusions.

Teachers made a conscious effort to state directions clearly and concisely. Since students knew that they would often be asked to repeat directions, they soon realized that they had to listen carefully to directions. As students repeated directions, teachers became aware of anything that was unclear.

The teachers found that the logs on teacher repetitions, and off-task behavior were difficult to record while teaching. Recommendations would include the use of a peer-coach, videotape, and/or less frequent use of logs.

Teachers found that teaching listening lessons had a positive effect on overall student success in the classroom. All teachers felt that the listening lessons enhanced students' learning and that they encouraged students to become more active learners . However, teachers found that it was necessary to include listening lessons on a regular basis, for active listening to continually take place. While fourth, and fifth graders needed listening lessons every week, after the initial twelve-week period, eighth graders only required a specific listening lesson, every two weeks. However the integration of listening skills strategies needs to be an ongoing process in all grades. The teachers intend to continue to implement these strategies now and in the future.

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Appendices

Appendix A

DAILY LOG OF TEACHER REPETITIONS DURING A MORNING INSTRUCTIONAL PERIOD

WEEK	MONDAY	TUESDAY	WEDNESDAY	TOTAL
2				
4				
6				
8				
10				
12				
14				
16				

KEY: USE TALLY MARKS FOR EACH TEACHER REPETITION.

Appendix B

CHECKLIST OF OFF-TASK BEHAVIOR

WEEK	DAY	INATTENTIVE BODY LANGUAGE	DISTRACTIBLE BEHAVIOR	TALKING OUT OF TURN	TOTAL
2	MONDAY				
2	TUESDAY				
2	WEDNESDAY				
4	MONDAY				
4	TUESDAY				
4	WEDNESDAY				
6	MONDAY				
6	TUESDAY				
6	WEDNESDAY				
8	MONDAY				
8	TUESDAY				
8	WEDNESDAY				
10	MONDAY				
10	TUESDAY				
10	WEDNESDAY				
12	MONDAY				
12	TUESDAY				
12	WEDNESDAY				

KEY: USE TALLY MARKS FOR EACH HAPPENING OBSERVED.

Appendix C

Combined Grouped Checklist of Off-Task
Behavior Observations
and Teacher Repetitions

INDICATORS	WEEK 2	WEEK 6	WEEK 12
inattentive body language	61	51	30
distractible behavior	78	44	18
talking out of turn	35	17	8
teacher repetitions	53	41	20

Figure 2

Appendix D

THOUGHTFUL LISTENING

— INTRODUCTION —

Thoughtful Listening is designed to teach listening skills and to provide practice in remembering and thinking about facts. The teacher reads a short story. The students listen and then do an independent activity page which features memory exercises, vocabulary development, and thinking skills.

— TEACHER DIRECTION —

There are 30 different short stories in *Thoughtful Listening*. The stories start below and continue on the next seven pages. Activity pages for each story follow and are labeled to coincide with each story.

The teacher reads the story aloud. The story may be read twice to assist students in remembering details. The activity page is to be done independently. The activity page may be self-corrected and discussed in class to provide feedback and reinforcement.

STORY #1 — ASTRONAUTS

Americans who travel in space are called "astronauts." The Russians call their spacemen and women "cosmonauts." The training to become an astronaut is not easy. Most astronauts graduate from colleges of science and engineering where they study math, chemistry, physics, and biology. Astronauts need to be trained in advanced flying to prepare for the work they must do. They practice flying jets for several thousand hours. They must exercise every day, eat the right food, and be sure to sleep regular hours. During the flight, astronauts do many things besides flying the space shuttle. Since most flights last several days, they must keep the cockpit clean, tend to the air supply system, care for the power supply, food supply, sewage disposal, and health care. There may be as many 2,300 knobs and buttons for the astronauts to control to keep the shuttle operating safely during a trip in space.

STORY #2 — MEDICINE

In early days, many medicines were made from strange things like spiders and worms! People believed they could heal their bodies by eating parts of animals. People who made medicines used to be called "apothecaries." Apothecaries kept plants called herbs. They ground the herbs into powder and mixed in honey and spices to make them taste better. Unfortunately, apothecaries did not always know the dangers of some plants. The drug called opium comes from a type of poppy. When properly used, it is one of the most useful medicines. But for hundreds of years, it was given to stop the pain of a toothache. It even was given to babies to stop them from crying. No one knew that opium was very dangerous to human health. Other poisonous plants were kept and sold by apothecaries. People were afraid that poisons might get mixed with medicines. The apothecary shops were inspected to see that there were no harmful things in their medicine. Soon apothecaries had to study and get special training before they could make and sell medicine. Today, apothecaries are called "pharmacists." You can now buy mild medicines like aspirin at the drugstore. Stronger medicines cannot be sold without a note written by a doctor. This note is called a "prescription." Some medicines are made at the drugstore, but most of them are made by chemists in laboratories.

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STORY #11 - JAI ALAI: THE FASTEST GAME IN THE WORLD

Jai Alai (high uh lie) is a fast and dangerous game. It is played with a hard ball about the size of a baseball. A curved container called a "cesta" is strapped to the player's arm. The cesta is used for catching the ball and throwing it again. The game is played on a court with three sides. The server hurls the ball against the wall. His opponent must catch it either before it hits the hard floor or on the first bounce. If the opponent misses his catch, the server gets a point. Jai Alai closely resembles handball except for the cesta. The ball often travels 150 miles an hour and is harder than a golf ball. It can kill or severely injure a player. In the United States, the game is played mostly in Florida and Las Vegas. Betting is often an important part of the sport.

STORY #12 - LOOK, MOM! NO CAVITIES!

For many years, dentists have been trying to find ways to stop tooth decay. At last, they think they have found some ways. In fact, some dentists believe that in a few years there should be almost no tooth decay. One reason for the decrease in decay is the use of flouride. Flouride is a chemical that stops tooth decay. Many people get flouride from the toothpaste that they use. Some people get flouride put on their teeth at school. Others go to the dentist to have flouride put on their teeth. Flouride also can be found in the drinking water in many towns. Almost half the people in the United States get flouride from their drinking water. There are other ways to fight tooth decay, but it seems that the use of flouride is one of the best.

STORY #13 - THE FLAG OF THE UNITED STATES

The 50-star flag of the United States was officially raised for the first time at 12:01 A.M. on July 4th, 1960, at Fort McHenry National Monument in Baltimore, Maryland. The 50th star had been added for the newest state, Hawaii. A year earlier, the 49th star was added for Alaska. Before that, no star had been added since 1912, when New Mexico and Arizona were admitted to the Union. Illinois was admitted to the Union in 1818.

STORY #14 - THE EARTHWORM

Earthworms are long and slimy. They crawl over the ground during the night and under the ground during the day. Worms eat their way through hard layers of soil which they can't easily push through. In go bits of leaves, stems, and soil. Out come leftovers of soil and waste. The worm's reddish-brown body is divided into rings. To crawl about, he stretches his body out long and thin. Then he pulls it up short. Tiny bristles on each body ring keep it from slipping back. If you want to feel the bristles, just slide the worm over your hand. But be very careful or the worm may break! If this happens, lay the front end down carefully. This end can grow a whole new worm!

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Name _____ Thoughtful Listening

Astronauts

51

MAIN IDEA: Put a check mark (✓) next to the best answer.

This story was mostly about

1. _____ what astronauts do
2. _____ Russian cosmonauts
3. _____ famous astronauts and cosmonauts

REMEMBERING DETAILS: Write the correct word on the line to make each sentenc true.

days cosmonauts thousands science hundreds year

1. Astronauts practice flying jets for _____ of hours
2. Most astronauts graduate from colleges of _____ and engineering
3. Most space flights last for several _____
4. _____ are the spacemen and women of Russia

RECALLING FACTS:

1. Name two jobs that astronauts must do during the space flight.

   _____ _____

2. Name two things astronauts do to prepare their bodies for the flight.

   _____ _____

WORKING WITH WORDS: Write these words in alphabetical order.

astronaut cosmonaut spaceship cockpit shuttle space

1. _____ 3. _____ 5. _____
2. _____ 4. _____ 6. _____

SEARCH AND RESEARCH: Use the encyclopedia to answer these questions.

1. Who was the first Russian cosmonaut? _____
2. Who was the first American astronaut? _____
3. Who was the first American woman to fly in space? _____
4. What is NASA? _____

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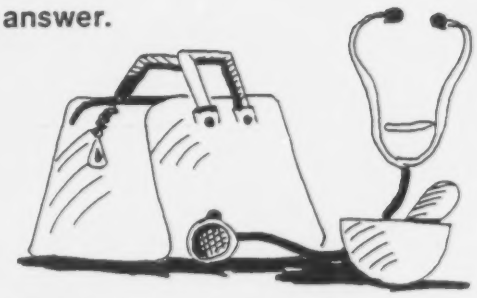
Name _____ Thoughtful Listening

Medicine

52

MAIN IDEA: Put a check mark (✓) next to the best answer.



This story was mostly about

1. _____ poisonous drugs
2. _____ how medicine is made
3. _____ the history of medicine

REMEMBERING DETAILS: Write the correct word on the line.

prescription **apothecaries** **laboratories** **pharmacists** **herbs**

1. People who used to make medicine were called _____ .
2. Today, people who make medicine are called _____ .
3. A _____ is needed to buy strong medicine.
4. Today, medicines are made by chemists in _____ .

REMEMBERING AND MATCHING: Draw a line to the word that means almost the same.

where medicine is made today	prescription
note written by a doctor	herbs
early medicine makers	apothecaries
healing plants	pharmacists
today's medicine makers	laboratories

SEARCH AND RESEARCH: Use a dictionary or encyclopedia to answer the following questions.

1. What is a druggist? _____

   _____

2. Name two medicines made from poppies.

   _____ _____

3. Write the names of three drugs that are used as pain killers. (Clue: Look under "analgesic.")

   _____ _____ _____

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Name _____

Thoughtful Listening

Jai Alai: The Fastest Game in the World

MAIN IDEA: Put a check mark (✓) beside the best answer.

This story was mostly about

1. _____ the game of Jai Alai
2. _____ where Jai Alai is played
3. _____ betting on sports

RECALLING THE FACTS: Number the events in the order that they happen.

_____ His opponent catches the ball.

_____ The server throws the ball against the wall.

_____ If the opponent misses the ball, the server gets a point.

REMEMBERING DETAILS: Write the correct words on the lines.

game four fast easy three football baseball play

1. Jai Alai is a _____ and dangerous game.
2. It is played with a ball the size of a _____ .
3. It is played on a court with _____ sides.
4. The game is not easy to _____ .

THINKING ABOUT THE FACTS: Look at each group of words below. If they tell something about Jai Alai, write them on the lines.

fast and dangerous
dull and boring

fun to watch
played with a ball

slow and easy
played in classrooms

1. _____
2. _____
3. _____
4. _____

WORKING WITH WORDS: Below are some words which you heard in the story. Use a dictionary and write a definition for each.

1. hurl _____
2. spectator _____
3. opponent _____

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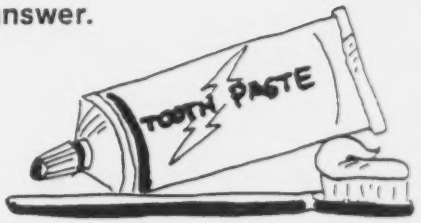
Name _____

Thoughtful Listening

54

Look, Mom! No Cavities!

MAIN IDEA: Put a check mark (✓) beside the best answer.



This story was mostly about

1. _____ how to brush your teeth
2. _____ what causes tooth decay
3. _____ how flouride fights tooth decay

DRAWING CONCLUSIONS: Put a check mark (✓) beside each statement that is true.

1. _____ There is no flouride in toothpaste.
2. _____ Many people get flouride in drinking water.
3. _____ There is only one way to fight tooth decay.

REMEMBERING THE FACTS: Write the correct word on the line.

teeth **dentists** **toothpaste** **flouride** **water**

1. _____ try to fight tooth decay.
2. One way to fight decay is the use of _____ .
3. Flouride is in drinking _____ in many towns.
4. Some dentists put flouride on _____ .
5. Flouride is often found in _____ .

RECALLING DETAILS:

1. Write three ways that people can get flouride on their teeth.

_____

_____

_____

JUST FOR FUN: Circle each letter in the alphabet below that is in the wrong place.

A B T C D E H F G H I I J K L R M N O T P Q Y R T S T U W V W X O Y Z

Now write the circled letters on the lines to answer the question: How many teeth will you have when you are grown?

___ ___ ___ ___ ___ ___ ___ ___ ___

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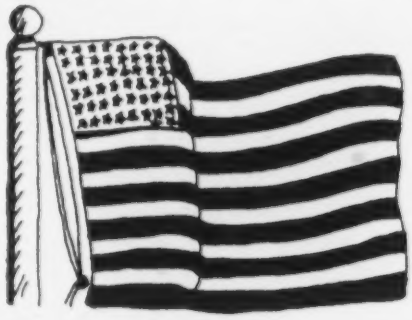
Name _____ Thoughtful Listening

The Flag of the United States



MAIN IDEA: Put a check mark (✓) beside the best answer.

This story was mostly about

1. _____ New Mexico and Arizona
2. _____ stars being added to the flag
3. _____ what happened in 1912

REMEMBERING THE FACTS: Number these events in the order they happened.

_____ The 50-star flag was raised for the first time.

_____ New Mexico and Arizona were admitted to the Union.

_____ The last star was added for Hawaii.

_____ A star was added for Alaska.

RECALLING DETAILS: Write the correct words on the lines.

Alaska Arizona 1960 Alabama Hawaii 1983

1. The 50-star flag of the United States was raised for the first time on July 4, _____ .
2. The 50th star had been added for the state of _____ .
3. The 49th star had been added a year earlier for _____ .
4. No stars had been added since 1912 when _____ and New Mexico became states.

USING THE FACTS:

1. Hawaii became a state in 1960. Alaska became a state one year before that. In what year did Alaska become a state?

   _____

2. Arizona became a state in 1912. How many years ago was that? _____
3. In what state do you live and when did it get a star on the flag?

   _____

SEARCH AND RESEARCH: Look up "flags" in the encyclopedia. Find the flag of Yugoslavia. Tell how it is like the U.S. flag. Then tell how it is different from the U.S. flag.

Like: _____

Different: _____

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Name _____

Thoughtful Listening

The Earthworm

56

DO YOU REMEMBER?

1. Write three things that you remember about earthworms.

_____

_____

_____

2. What do worms eat? _____
3. What color are worms? _____
4. What end can grow a new worm? _____

REMEMBERING DETAILS: Put a check mark (✓) beside each true statement. If the sentence is not true, change one word to make it true.

1. _____ Worms crawl under the ground at night.
2. _____ Leftovers of soil and waste are left behind by the worm.
3. _____ Bristles keep the worm from slipping back as it crawls.
4. _____ The back end of the worm can grow a whole new worm.

DRAWING CONCLUSIONS: Put a check mark (✓) beside the statements that are probably true.

From this story, you can tell that

1. _____ Worms breathe with lungs.
2. _____ Worms break easily.
3. _____ Worms crawl day and night.
4. _____ Birds eat only the front end of worms.

WORKING WITH WORDS: Write the following words in alphabetical order. Draw a circle around two kinds of worms which describe people.

earthworm wiggleworm fish worm angleworm inchworm bookworm

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

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Reflective Lesson Log

PICK ONE OF THE SENTENCE STARTERS BELOW AND WRITE DOWN YOUR FEELINGS. BE PREPARED TO SHARE YOUR SENTENCE WITH THE GROUP. THANKS!

TODAY,

I LEARNED....

I LIKED...

I THOUGHT ABOUT...

REFLECTIVE LESSON LOG

Name: _____ Topic: _____ Date: _____

Key ideas from this discussion _____

_____

Connections I can make with other ideas _____

_____

Questions I still have _____

_____

_____

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REFLECTIVE LESSON LOG

Name:_____Period:_____

Topic:_____

1. Key ideas from this discussion _____

2. Connections I can make with other ideas (relate to other things you know about, previously learned ideas, prior knowledge, or personal experience) _____

3. Questions I still have _____

complete sentences well thought out responses all 3 complete **10pts.**	all 3 complete needs more detail **8 pts.**	only 2 complete **6 pts.**	only 1 answered completely **3 pts.**	GRADE SCALE

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Reflective Lesson Log

Name:

Reflection Log

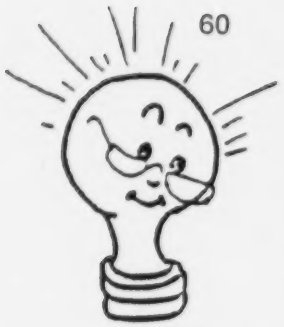
List two things you learned in today's lesson:

What are your thoughts on today's topic:

A question I have:

Appendix E

Reflective Lesson Log



COMPLETE A STEM

I AGREE . . .

I DISAGREE . . .

I BELIEVE . . .

I WONDER . . .

I THINK . . .

I AM CONVINCED . . .

I KNOW . . .

I WAS DISAPPOINTED . . .

I WILL TRY . . .

I WILL ENCOURAGE . . .

I PREDICT . . .

I'M PLEASED . . .

I'M AFRAID . . .

I DISCOVERED . . .

I LEARNED . . .

****

Choose one of the above "stems" and complete by writing one sentence stating your views or thoughts about today's class.

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LESSON PLAN #2—TWO HOURS

What is Active Listening? Why is it Important to the Mediation Process?

OBJECTIVES

As a result of the activities in this lesson, students will be able to:

— Define active listening.

— Identify three important components of active listening.

— Develop a role-play that demonstrates good listening skills.

ACTIVITIES

1. Vocabulary

The following vocabulary words will be helpful for students to learn in preparation for this lesson:

— Biased/unbiased

— Neutrality

— Impartial

— Perspective

2. What is Active Listening?

Each student should take five minutes to define the term "active listening" on a sheet of paper. Then the class should brainstorm the characteristics of good listening by answering the following questions:

— How do you know when someone is listening to you?

— How do you know when someone is not listening to you?

— How do you feel when someone listens to you?

— Do you always listen when a friend talks to you?

— What gets in the way of good listening?

— How do you let someone know that you are listening?

Complete this discussion by brainstorming a list of criteria for good listening. The following criteria could be included:

— Face the person.

— Be open and interested.

— Lean toward the talker.

— Ask questions to clarify.

— Summarize the speaker's message.

— Be relaxed and concentrate.

— Do not plan your response.

— Encourage the speaker.

— Maintain eye contact.

(NOTE: This list reflects good listening behaviors of the Euro-American culture. It is important to discuss the fact that different cultures may have different criteria for good listening. This is a good time to include a discussion of cultural differences so that students can begin to value and understand the experiences of others.)

3. Active Listening

Active listening is very important to the mediation process. It conveys the idea that listening is more than just hearing. Active listening requires both hearing and understanding. People who are active listeners are able to give other people the feeling that they are really being heard.

Feedback is a very important part of letting another person know that we are listening. Good feedback captures and acknowledges the feelings as well

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as the thoughts of the speaker. At times, tone as well as content must be taken into consideration. Some ways to provide feedback that show you are listening:

— Paraphrase (restate) the information to see if you understand the speaker (for example: "So what you are saying is . . . ").

— Summarize the speaker's thoughts and feelings.

— Ask questions to clarify what the speaker is saying or to get additional information.

— Carefully reflect the speaker's feelings by showing that you understand what is being said. Noting that the speaker seems "upset" or asking the speaker how he/she felt during the dispute gives the speaker the opportunity to air feelings. This can be an important step toward understanding and eventual agreement.

Good feedback is as much a matter of body language as of words. Mediators need to pay attention to the nonverbal messages given during discussion and make sure that all feedback is aimed at giving the disputants full attention.

Mediators need to be able to summarize and give feedback in a way that demonstrates impartiality. During a mediation, the mediator frequently needs to summarize the facts and feelings of the disputants so they know they have been heard. The summary must be unbiased and presented fairly. This is not always easy to do during the course of a mediation, but it helps the disputants keep track of the process.

During this part of the class the students should work in small groups (3-5 students). First, each group will develop a role-play in which bad listening skills are used by the participants. Then they will use the same role-play to show good listening skills. The role-play can either be based on a real situation or it can be made up by the group. Each group will have twelve minutes to develop the role-plays. After each group completes the role-plays you should debrief by asking the students the following questions:

— How did the participants feel after the first role-play?

— How did they feel after the second role-play?

— What did active listening add to the situation?

Students should become more aware of the way they communicate with each other as a result of this session. They should also become good observers of the listening skills of others. In the final part of this exercise, students should develop a list of ways to improve listening skills.

3. Why is Listening Important to the Mediation Process?

Class discussion should focus on why the mediator's job requires good listening skills. This is a good time to review the Steps in a Mediation (Student Activity Sheet 1-A) and discuss the importance of listening in each phase of the process. Some of the possible reasons why it is important to be a good listener during mediation include:

— It gives you a better understanding of the problem.

— It makes people feel that you want to resolve the problem.

— It gives you an opportunity to listen for possible areas of agreement.

— It cuts down on further conflicts.

Good listening is important for the mediation process because it allows each party to understand the problem from the perspective of the other. Mediators need to be careful listeners so that they can ask questions to clarify the information given by the disputants. They also need to be able to summarize the problem from each disputant's perspective. The mediators need to be able to listen for potential areas of agreement during the mediation. Without careful, active listening the mediation process will not work.

4. For the Next Session

Each student should make a list that summarizes what he/she feels are the most important tips to remember about active listening skills.

5. Thinking About Mediation

Each student should watch for good listening and bad listening behavior and the effects it has on him/her and others. (Student Activity Sheet 2-A) Students should consider the following questions: Why don't people listen? What effect does it have on another person who believes that he/she has not really been heard? Describe a time when you knew the person you were talking to was not listening. What were your feelings? How did you handle it?

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10 pts 8 pts 7 pts 6 pts
+ A ✓B − C D
each question is worth 2½ points each
1. Use well thought out answers
2. Use complete sentences

STUDENT ACTIVITY SHEET #2A

Thinking About Mediation

Why don't people listen?

How do you feel when you know someone is not listening to you?

Describe a time when you knew the person you were talking to was not listening.

What were your feelings? How did you handle it?

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Following Directions Around the House

Kitchen

Kitchen 1A

1. Put a sink under the south window.
2. Color the sink yellow.
3. Put a rug in front of the sink.
4. Color the rug orange and yellow.

Kitchen 1B

1. Put a stove in the center of the east wall.
2. Color the stove brown and black.
3. Put a refrigerator on the south wall.
4. Color the refrigerator pink.

Kitchen 1C

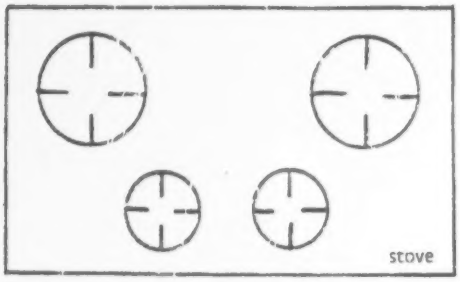
1. Put a dishwasher in the southeast corner.
2. Color the dishwasher green.
3. Put a counter on the east wall.
4. Color the counter purple.

Kitchen 1D

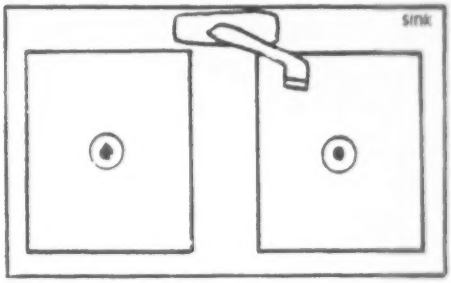
1. Put a table in the middle of the room.
2. Color the table blue.
3. Put four chairs around the table.
4. Color the chairs red.

Kitchen Symbols

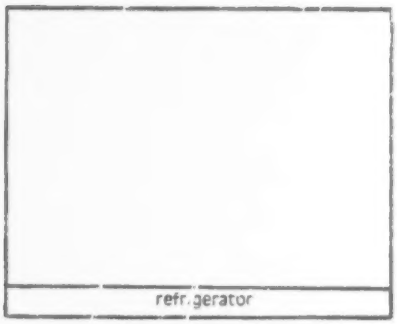
Following Directions Around the House



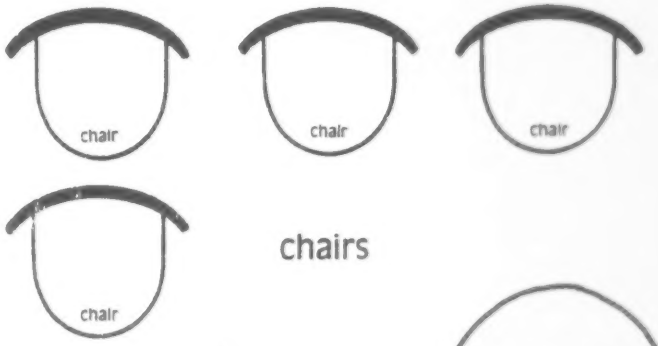
stove



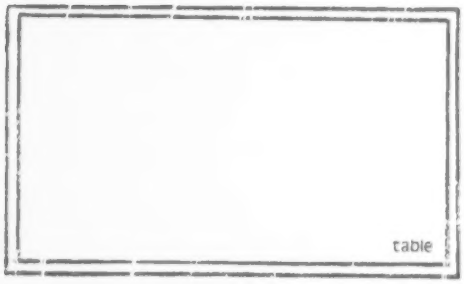
sink



refrigerator

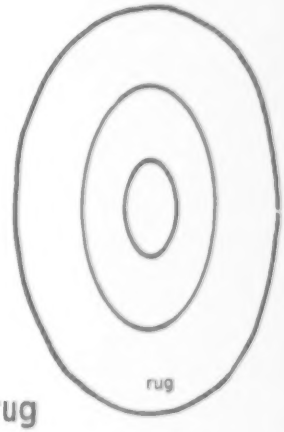


chairs

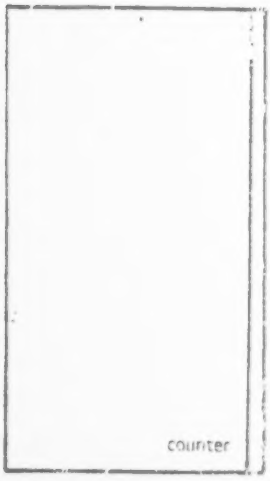


table

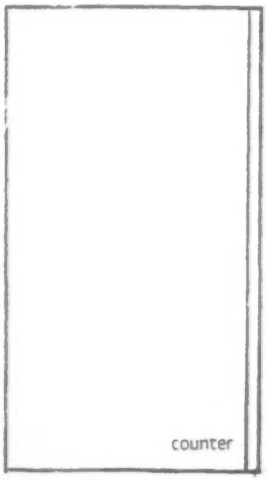
dishwasher



rug

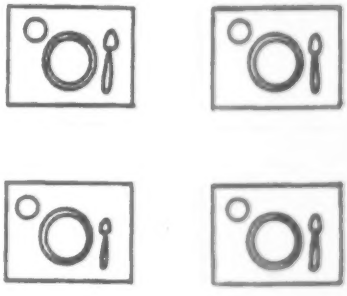


counter



counter

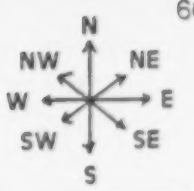
place settings



trash can

Name _____

Following Directions Around the House



Kitchen Floor Plan

Living Room

Living Room 1A

1. Put a couch on the north wall.
2. Color the couch red.
3. Put a coffee table in front of the couch.
4. Color the coffee table brown.

Living Room 1B

1. Put the large chair north of the doorway on the west wall.
2. Color the large chair blue and yellow.
3. Put the round table next to the large chair.
4. Color the round table brown.

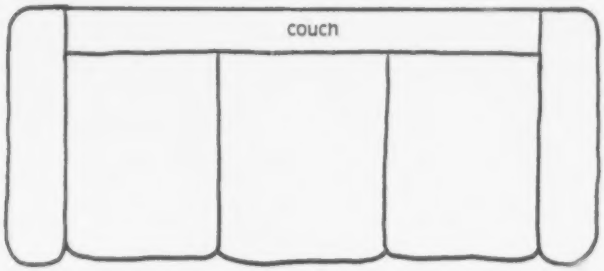
Living Room 1C

1. Put a rug in the middle of the room.
2. Draw a large square in the center of the rug.
3. Draw a stripe on each end of the rug.
4. Color the rug red, yellow, and blue.

Living Room 1D

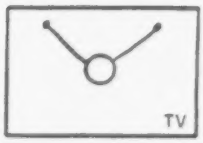
1. Put the TV between the windows on the east wall.
2. Color the TV yellow.
3. Put the bookcase in front of the south window.
4. Color the bookcase purple.

Living Room Symbols

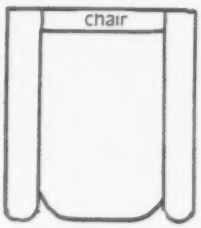


couch

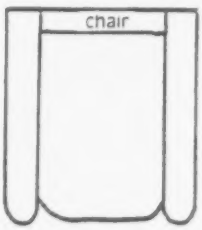
book case



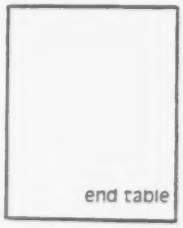
TV



chair



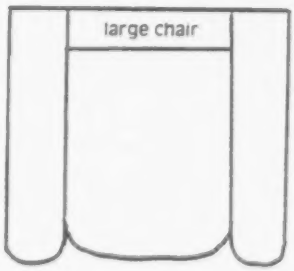
chair



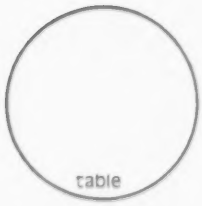
end table

desk

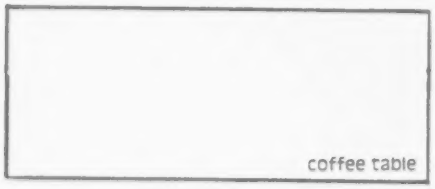
desk chair



large chair



table

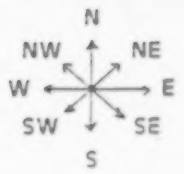


coffee table

lamp

rug

Name _____ Following Directions Around the House



Living Room Floor Plan

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Listening Skills

Ought To Be an Otter

70

While visiting the California coastal area, Tyrone, the tiger cat, and Sidney see nature's very own aquarium. What a view they have!

1. Tyrone wants a close-up view of the different animals. Draw a pair of binoculars in one of Tyrone's hands. Color Tyrone's clothes orange. He has the number one on his shirt.
2. By the rocky shoreline is a kelp bed. This brownish seaweed is attached to the rocks by a threadlike stem called a holdfast. The plant grows from the holdfast and forms leaves which float on the surface of the ocean. Holdfast is a compound word. On the back of your paper, write three compound words.
3. Floating in the kelp bed is a furry sea otter. Its large, thick fur coat keeps it warm because it doesn't have a layer of fat or blubber like other animals. It must clean and groom its fur many times during the day in order to keep air trapped in it. Find the sea otter floating on its back. Color its head, throat and neck white. Color the rest of its body brown.
4. Sea otters weigh up to 80 pounds. They need to eat a lot of food - about 20 pounds a day! This gives them the energy they need to keep their bodies warm. They often dive to the bottom of the ocean in search of food and pick up a rock which they use as a tool. Draw a rock in the diving otter's paw. How many pounds of food will an otter eat in a week? Write the answer under the otter.
5. One way the otter uses the rock is to loosen an abalone's hold on a large rock. The holes in the top of an abalone's shell release the water that was taken in under the shell to provide it with oxygen. Its shell is camouflaged for protection. On the back of your paper, write six new words using the letters in the word camouflaged.
6. Sea cucumbers are another favorite food of the sea otter. Even though they look like the vegetable called cucumber, they are animals. Write your favorite vegetable over the sea otter.
7. The sea otter eats ten different types of clams. The clam's body is protected by two shells which open and close when a muscle between its shells relaxes or tightens. Write the number **10** backwards under the clam.
8. The large rocks along the coastline make perfect homes for barnacles and the perfect supermarket for otters. Thousands of barnacles firmly attach themselves to the rocks by the head part of their bodies. Find the rocks covered by barnacles. Write **supermarket** on them.
9. Squids are a special treat for the sea otter. However, their body shape, eight arms and two tentacles, make them fast swimmers. When in danger, they can change color and squirt a cloud of dark ink into the water. Ooops! Too many otters here! Color the squid blue and Sidney yellow.
10. Once the sea otter has collected its food, it returns to the surface, rolls on its back, places its meal on its chest and enjoys eating its catch. Today's snack - a sea urchin. This animal's colorful, rounded or heart-shaped shell is covered with spines. Ouch! Be careful! Color the sea urchin orange. On the back of your paper, write an antonym for colorful.

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Come in Costume

72

Usually when invited to a costume party, you think about dressing as a clown, monster or even an alien. Samantha's party is just a little bit different. Everyone is to wear a costume based on history.

1. Reginald likes to go barefoot, so he chose the clothing worn by prehistoric people, who probably lived 2 million years ago. Mammoths, bison, bear and deer skins were used for clothing back then. Color the caveman's clothes brown. On his bone, write how many zero's are in one million.
2. Prehistoric people also wore jewelry. Like the clothing, jewelry was made from animals. Tusks, bones and teeth from animals were strung to make necklaces. Color the teeth necklace yellow. Count how many teeth are on the necklace. Write that number above the caveman's head.
3. Samantha, fascinated by the mystery of the Egyptian pyramids, wore the cool, white, straight linen dress of the Egyptians. Both men and women wore wigs made from human hair or wool at this time. Color Samantha orange and her dress white. Don't color her collar.
4. Make-up, such as lipstick, rouge and eye shadow, was worn by both Egyptian men and women back then. Beaded collars were also a common form of jewelry. Color Samantha's collar alternating blue and purple.
5. The Romans! Their culture and influence spread far around the world. Sidney chose clothing that could have been worn by a member of the senate in Rome. He wore a tunic draped over a toga. His tunic and toga are trimmed in a purple band. Purple could only be worn by wealthy people because purple dye was very expensive. Color the toga and the trim around the neck and edge of the tunic purple.
6. The tunics that the Romans wore were different lengths. The Roman soldiers always wore the tunic short. Write the name of one of our armed services at the bottom of the page.
7. Patrick liked the horned helmets of the Vikings. The helmet was made of metal pieces that allowed a person to see, yet it also protected the face. Color Patrick orange and his helmet grey.
8. After the Viking men sheared the sheep, the women spent time cleaning, spinning and weaving the wool into materials to be used for dresses, tunics and pants. Color Patrick's tunic shirt red and his pants brown.
9. The fashions of the French court in the 1700's were very elegant. Calie liked the dresses that stuck out far (with the use of a frame called a panier). Women who wore these had to turn sideways to get through a doorway! Sideways and doorway are compound words. Write three compound words on Calie's dress. Then, color the dress blue.
10. The most extraordinary part of Calie's costume was her wig. Elaborate wigs worn at that time had feathers, flowers or almost anything imaginable worked into the wig. The person's real hair was combined with false hair and combed over a wire frame to create a very tall and impressive hairstyle. Hairpins and grease held the style in place for weeks. There was only one problem. Lice and fleas often settled in these artistic creations. Write **It itches!** on Calie's wig.

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73

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Read a Rhyme

74

Everyone in Calie's class will have the opportunity to be a helper in kindergarten. Today, it is Calie's turn. Ms. LeChat, the kindergarten teacher, has asked Calie to read some nursery rhymes to the children. All of the children listen and imagine as Calie reads.

1. The first rhyme Calie reads is thought to have been written by a pilgrim. It tells how Indians made cradles from the bark of birch trees. They used ropes to hang the cradles from tree limbs. Their babies rocked back and forth in the cradles. This rhyme is perhaps the first one to have been written on American soil. The name of this rhyme is "Hush-a-Bye." Color three cats orange.
2. In the 1600's, a poem was written about a lady who rode horses in marathons. At that time, it was fashionable to wear shoes with long pointed toes. Part of the rhyme mentions the lady having bells on her toes. Draw a bell on the toe of the shoe one of the cats is thinking about. Write two words that rhyme with bell above the shoe.
3. One day, a little girl would not allow anyone to curl her hair. Her father wrote a poem about it that day. Draw a curl hanging in the middle of the girl's forehead next to the shoe. Forehead is a compound word. Above the girl, write two compound words using the word day.
4. What's dancing without music and singing? A silly, nonsensical rhyme was written for people to sing while doing a dance that was very popular at the time. The name of this poem is "Hey Diddle Diddle." Above the fiddle, draw what the cow jumps over.
5. Today, we have rhymes to say while jumping rope. In the 1600's, a poem was written about a popular game that required a person to jump over a lit candle without putting out the flame. It was said that, if successful, he or she would have good luck. "Jack Be Nimble" is what the poem is called. Under the cat thinking about the candle, write a word that rhymes with stick.
6. The next poem that Calie reads was written about the time a child was followed to school by her pet lamb. Under the cat thinking of the lamb, write the name of this poem.
7. Anyone can write a rhyme. An entomologist, a person who studies insects, wrote a poem about his daughter. Draw a spider on Little Miss Muffet's stool. Color two cats black.
8. The last rhyme that Calie reads has been popular for hundreds of years. The English even used the name of the main character to describe a clumsy person. Above the egg, write what "Humpty Dumpty" sat on.
9. Draw a star on the picture of the poem you thought was most interesting. Color the last three cats brown. Write the number word of how many cats you colored above Calie's head.
10. Calie closes the book. Both she and the children enjoyed the rhymes. On the back of your paper, write a four-line poem. Draw a picture to illustrate your poem.

Follow-Up Fun

Have the students spend some time reading poetry anthologies looking for their all-time favorite poems. Then, have each student copy and illustrate his/her favorite. Put them together in a class book. In addition, have students record their poems. These tapes would be great in a listening center or to send on loan to a sick student.

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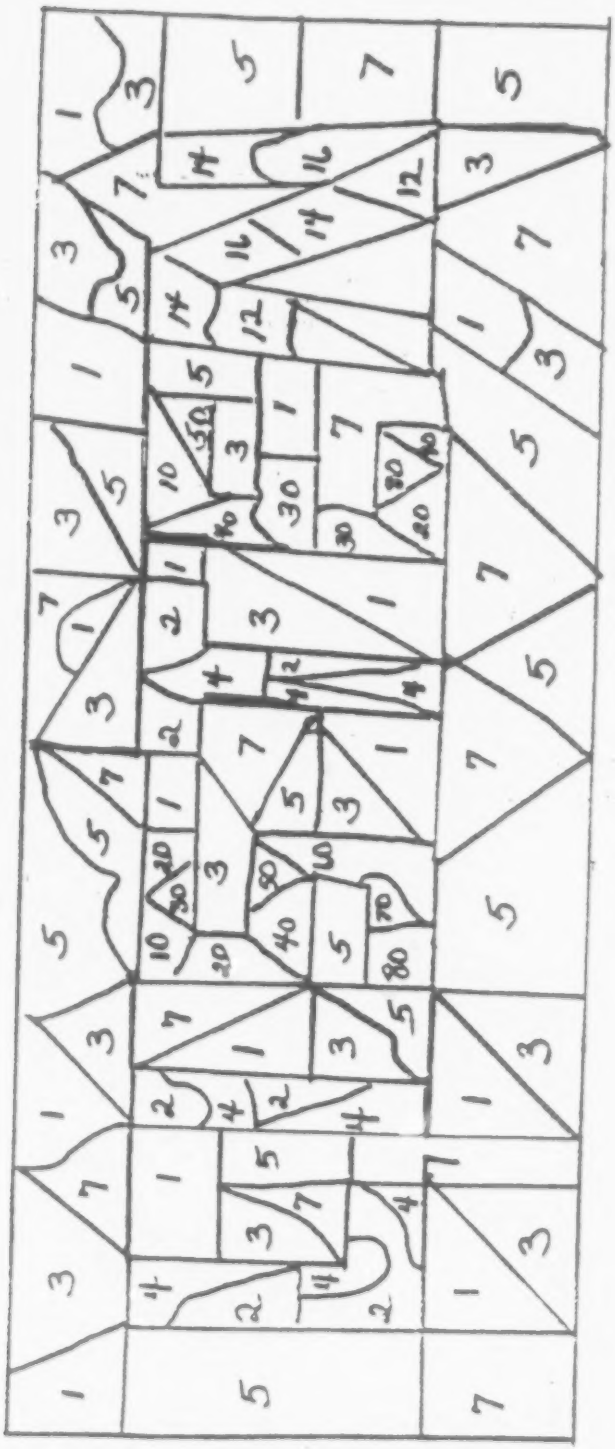
UNIT II: TUNING INTO DIRECTIONS



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TUNING INTO DIRECTIONS

You will find that listening to and following directions is a very important skill. This is true not only in your schoolwork but also in your daily life. Probably each of you has a story about a time when you only half heard or didn't hear a direction. Afterwards, you found yourself in a complete mess, like the man in the old joke:

> He thought they said "trains" when they passed out brains, so he ran to catch one. Never got himself a brain!

It seems that the man in the joke shares a problem with many people. Recently the seventh grade students in a midwestern junior high school received very poor scores on an achievement test. When they investigated the cause of these results, guidance counselors and classroom teachers found not poor students but poor listeners. These students had never taken this kind of test before. They weren't tuned in to listening to and following directions. So they could only guess at what they were supposed to do.

You can't guess about directions and expect to be right! You need to listen carefully and ask questions if you don't understand what you've heard.

You are already showing that you are a good listener because you are reading this page as you were instructed. Now here's an important clue! You must listen to and follow only directions 3, 7, and 9 the next time your teacher reads the directions.

The students in the midwestern junior high were then taught to listen to directions. They also learned to read directions more carefully. When they took the achievement test again, they did much better. After you have read this page carefully, keep the secret to yourself! Write 3, 7, and 9 on the page before this one so you will know what directions to follow. Listen carefully, follow the right directions, and you will spell the correct word in crayon.

Tuning into Directions

Open your Study Skills Programs to page 4. This unit is called "Tuning Into Directions," and we're going to play a game about following directions. Now turn your books so the numbers in the diagram are right side up. (Pause to make sure this is done.)

I'm going to read a set of directions to you. *Don't do anything* until I have finished reading the whole set of directions. Then I will read them again, but only one more time. Use the first reading as a preview. You will need this preview to keep in tune for the second reading.

1. One clue is that you will end up with a word spelled out in crayon when you are done with this game. Another clue is that there is a trick to the game.
2. Color in pencil all spaces containing the number seven.
3. Color in crayon all spaces containing the number two.
4. Color in crayon all spaces containing multiples of ten. (If your students are not familiar with this concept, you can say "all numbers that end in zero" instead.)
5. Color in pencil all spaces containing the number one.
6. Color in crayon all spaces containing even numbers between eleven and nineteen.
7. Color in crayon all spaces containing the number four.
8. Color in pencil all spaces containing the number five and number three.
9. Write the word that you have spelled out on the line below the diagram. If you have the correct word, you have won the game!
10. You will not need this direction the second time through, but now it is important. You will find information that you will need to win this game on page 5. Turn to page 5 now, and read it carefully. You will have _____* minutes to do this.

*Decide how much time your students will need to read page 5 and tell them that they will have that amount of time when you read direction #10.

Approximate time: *20 minutes*

4. When the students have completed their reading, repeat directions 1-9. Pause about 20-30 seconds after each direction.

   15-20 minutes

5. Tell your students that the winning word is *lit*. Discuss the importance of following directions in this game.

   5-10 minutes

FOCUSING YOUR THOUGHTS

Instructions:

You have had an opportunity to consider 3 options on U.S. policy toward the Arab-Israeli conflict. Now it is your turn to look at each of the options from your own perspective. Try each one on for size. Think about how they address your own concerns and hopes. You will find that each has its own risks and tradeoffs, advantages and disadvantages.

Ranking the Options

Which of the options below do you prefer? Keep in mind that the beliefs you support most strongly should guide your choice. Rank the options, with "1" being the best option for the United States to follow.

_____ Option 1: Back Israeli Claims
_____ Option 2: Support a Palestinian State
_____ Option 3: Encourage a Compromise

Beliefs

Rate each of the statements according to your personal beliefs.

1 = Strongly Agree 2 = Support 3 = Oppose
4 = Strongly Oppose 5 = Undecided

_____ The United States needs to be deeply involved in the Middle East.
_____ The United States benefits from close ties with Arab countries.
_____ The United States should help the United Nations take the leading role in resolving international conflicts.
_____ Recent events have reduced the need for U.S. involvement in the Middle East.
_____ Israel is our most trustworthy ally in the Middle East.
_____ Only the United States has the power to resolve the Arab-Israeli conflict.
_____ The greatest threats facing our country are found at home.
_____ In conducting foreign policy, the United States should favor other democracies.
_____ The Palestinians have a right to self-determination.

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